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ABSTRACT

This document describes the experiences of three teachers who jointly taught a course entitled "Our Lives in Community" using the framework of a learning community to structure the course. Included in the document are the background for creating the course, a memorandum to the dean at Prestonburg Community College proposing the course, the class syllabus, a list of assignments, a copy of the course evaluation, a profile of the 15 students who enrolled in the course, and profiles of the individual students by the three instructors. The course mission was multifold: a teaching experience that would enhance learning, improve retention, help students understand how courses fit together, and increase student interaction. The course encouraged active involvement of students during class discussions and the completion of course activities, and prompted students to form meaningful relationships with other students and faculty, as well as to make clear connections between disciplines, participate in service learning, and complete credit hours of General Education coursework. Despite the extensive planning needed to design the course, the benefits far outweighed the disadvantages. The paper stresses that three things are necessary for such courses to succeed: (1) support from the college administration; (2) commitment on the part of participating faculty; and (3) an adequate amount of time for planning, preparation, and scheduling. (JL)

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OUR LIVES IN COMMUNITY
A LEARNING COMMUNITY PILOT PROJECT FOR AT-RISK STUDENTS

HOPE BENNIN
PRESTONSBURG COMMUNITY COLLEGE

IC490557

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OUR LIVES IN COMMUNITY
A Learning Community Pilot Project for At-Risk Students

Presented in Austin, Texas for the
1999 NISOD International Conference on Teaching and Leadership Excellence

Rewarding and demanding learning opportunities, active participation by both students and faculty and a sense of community make positive and often enormous contributions to student success. As an education professional I have at least some ability to create rich educational experiences, develop and/or build an appreciation for community, provide connections between general education courses and engage students (and myself) in classroom activities that illustrate pedagogy through application.

Learning Community is a phrase that encompasses all shapes, sizes and variations of alternative course designs and combinations, and every learning community has its own goals and objectives. The mission of the learning community about which I am going to tell you was multi-fold. First, I and my colleagues (Dr. Craig Mulling, who is now a faculty member at Prairie State College in Chicago Heights, Illinois, and Sabra Jacobs, an Assistant Professor at Prestonsburg Community College) were looking for an alternative teaching experience that would enhance learning. Second, the three of us were exploring different ways to improve retention, particularly with at-risk students. Third, each of us wanted students to see how courses can and do fit together. Fourth, we all had the desire to increase student interaction and, thus, relationships among students and between faculty and students. We settled on the title "Our Lives in Community" (hereafter referred to as OLIC).

I certainly know that the small number of students involved (n=15) does not even begin to make the pilot project research-worthy. Despite this fact, let me share the process of organizing, implementing and completing this learning community. Before I discuss procedure, here are some comments I solicited just this month [May 1999] from students involved in the project:

Q What did you like best about the learning community?
A It was nice seeing the same people in class, even the ones I didn't get to know very well.
I felt like I had personal attention from three instructors.
I learned so much – about myself, my capabilities – and I have goals now!

Q What did you like least about the learning community?
A A couple members of OLIC didn't seem very interested in getting an education.
I didn't like the "group" tests.
Nothing, it was a great experience!

Q What has been the greatest benefit of the learning community?
A I'm not sure I'd still be in school if it wasn't for the learning community.
When I see friendly faces from OLIC on campus I forget the things I didn't like about it and smile back.
I've had numerous personal and medical problems so I've considered quitting several times. Then I think of OLIC and somehow feel like I would be letting everyone from the group down if I give up, so I'm still here.

JC990557

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The entire project began when Dr. Mulling approached me and asked if I might be interested in joining him and another colleague, Sabra Jacobs, in teaching in a learning community. Because I tend to jump at opportunities to learn about and try alternative teaching methods as well as observe fellow teachers in action, I immediately responded in the affirmative.

The three of us met many times, our discussions centering around how the courses might fit together, the advantages of having two content-heavy courses and one skills-based course combined, how to get students more involved in the classroom and whether we wanted to add a fourth course. Other concerns we had included planning field trips (along with finding adequate time to complete them), whether to require textbooks or use alternative materials and how to fit service learning into OLIC.

Our next step was to involve division chairpersons and the Dean of Academic Affairs. A memo (attached) was sent to the Dean and division chairpersons in mid-September and the response was favorable, so we discussed scheduling arrangements with the Registrar. Through this entire process, we encountered cooperation and support, without which we could never have gotten OLIC off the ground. As it turned out, there was only one student inappropriately placed in one of the three courses, and this error was corrected the first day of class.

Anyway, after we got the green light from administration and admissions, the real work began. Numerous hours were spent preparing the general OLIC syllabus (attached), and each of us had to prepare a course-specific addendum (attached) as well. The general syllabus included Learning Community Philosophy, Course Description and Content, Competencies, Required Materials and Supplies, Attendance and Grading Policies, Withdrawal Policy and a section to developed with the assistance of the participating students addressing Responsibilities and Expectations.

We continued the planning process throughout the 1997 Fall Semester and made a number of decisions. First, each of us put copies of the normally required course textbooks on reserve in the main campus library after deciding to use literature rather than textbooks for the majority of OLIC. In addition, we planned which speeches would go the best with which units in Psychology and Sociology. Dr. Mulling and Sabra Jacobs decided on unit combinations and separations as well as a testing schedule and which types of tests would be best for which units. Throughout the semester we collected feedback on what worked and what didn't, what students liked and what they disliked.

Alternative activities we planned and completed included reading two novels (and students selected and did readings from one of them to be included in their speech grades) and a play, taking two field trips, hosting two pot luck luncheons, attending diversity activities and participating in group (lake clean-up) and individual service learning activities.

At the end of OLIC, a specific evaluation was distributed, completed and compiled (attached). A follow-up was done in the 1998 Fall Semester (attached). In addition, student profiles were completed by each of us and updates have been done periodically (attached). Out of the fifteen original students, eleven are continuing at PCC. One of the students had a child and withdrew after the 1998 Fall Semester, another is trying to overcome a chemical addiction, one has tansferred to a regional university to complete his studies and the fourth withdrew because of financial aid problems. Even the two students who withdrew from the original learning community are now re-enrolled.

Was the learning community worthwhile? I would gladly participate again without thought to the long meetings and endless planning that seem to go with a project like this. The advantages far outnumber the disadvantages. The students benefited most definitely, but I did, too. I grew so much as an educator. I worked closely with two colleagues who are now and will remain in my circle of friends. I still have students from OLIC as advisees and those who are not but are still on campus drop by to see me periodically and catch me up on their academic and personal successes and failures. I have become more involved in my other courses by facilitating activities and trying to instill a sense of community in my students. When I see clusters of students from OLIC around campus helping each other, planning schedules together and just chatting, I feel like the entire project was worth any amount of time. I do not believe the project's true value can ever be measured quantitatively, but the students who participated are already experiencing its positive effects and the region will see its benefits in years to come.

Before closing, let me once again reiterate the essentials for success with a project like this. First, there has to be support from administration at all levels, as well as from the Registrar and Admissions staff. Second, there has to be commitment on the part of participating faculty. Finally, there has to be an adequate amount of time for planning, preparation and scheduling.

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M E M O

TO: Dr. Joan C. Lucas
Dean of Academic Affairs

FROM: Hope E. Bennin, Associate Professor of Communication
Division of Humanities and Related Technologies

Dr. Craig L. Mulling, Assistant Professor of Sociology
Division of Social Sciences and Related Technologies

Sabra P. Jacobs, Instructor of Psychology
Division of Social Sciences and Related Technologies

SUBJECT: SOC 101/PY 110/COM 181 Learning Community for 1998 Spring Semester

DATE: September 15, 1997

This proposal for a learning community entitled "Our Lives in Community" to be scheduled during the 1998 Spring Semester is the result of a number of meetings that have taken place over the past month, as well as much thought during the past year. Such a pilot project will create little extra work for anyone other than the faculty involved and might be a way to improve student retention while achieving course competencies for all three courses (SOC 101, PY 110, COM 181) and completing selected basic requirements for Associate and Technical degrees.

The proposed schedule is as follows:

SOC 101-**LC***	3	MWF	10:20-11:20	Intro. to Sociology	M109
*Must be taken concurrently with PY 110-LC and COM 181-LC; **cannot** schedule course MWF, 11:30-12:30.					
PY 110-**LC***	3	MWF	12:40-01:40	Intro. to Psychology	M109
*Must be taken concurrently with SOC 101-LC and COM 181-LC; **cannot** schedule course MWF, 11:30-12:30.					
COM 181-**LC***	3	MWF	01:50-02:50	Basic Public Speaking	M109
*Must be taken concurrently with SOC 101-LC and PY 110-LC; **cannot** schedule course MWF, 11:30-12:30.					

We would like to see these courses set aside in the schedule by putting boxes around them within the regular course schedule and also listing the learning community separately under the heading **"Our Lives in Community"** near the flex-track schedule. In addition, if possible, we would like to include a short paragraph about learning communities in the wrap-around portion of the schedule. The suggested wrap-around paragraph follows:

> Learning communities are part of a national educational reform effort designed to offer students an opportunity to make explicit connections between and across disciplines, provide an alternative classroom environment less constrained by traditional time and space arrangements so as to enhance learning and the enjoyment of learning, encourage students to form meaningful social bonds with other students, and facilitate more intensive interaction and mentoring between students and faculty.

Students must be enrolled in all three of these courses, and there is no flexibility with the MWF, 11:30-12:30 hour. The actual meeting time for this nine-hour course combination is 10:20-2:50, which allows about an hour and a half for breaks and lunch. These breaks and lunches may occur at various times depending on the activities planned for a given day, which might include a field trip or "brown-bag, working" lunches. This course combination also allows students to enroll on MWF during the 08:00-09:00, 09:10-10:10, and 03:00-04:00 hours, so a full credit load is possible for students who want to maintain a two/three day-a-week schedule. Suggested courses to be offered during the hours before 10:20 and/or after 02:50 include DRE 010, DRE 012, ENC 090, ENC 091, ENG 101, ENG 102, MAH 060, MAH 070, and MA 108. Night courses are also a possibility for students enrolled in this learning community.

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The three of us are very excited to pilot this "course cluster." With your approval, we plan to inform the campus (administration, faculty and staff via all-college, faculty and division meetings in October, Student Services (particularly Counseling), and the Homemaker and Single Parent Program) of this alternative learning module before Priority Registration. In addition, reminders will be circulated to division chairpersons and advisors upon everyone's return for the 1998 Spring Semester.

We are requesting the use of M109 because Hope Bennin is limited to this and one other building on campus. All of us plan to attend each others' presentations and discussions whenever possible, though we do understand that scheduling might not allow each of us to have the entire four and a half (4-1/2) hour block of time free. The combination of two content courses (SOC 101 and PY 110) and a "hands-on" course (COM 181) should work beautifully, and an added bonus is that students will be required to participate in a Service Learning Project to be decided upon after the learning community begins.

The class capacity would be ideal at twenty (20), but twenty-five (25) is certainly acceptable. The faculty involved in this venture will be meeting in two weeks to begin formulating a syllabus that will encompass the successful completion of three traditional courses **and**, in lieu of traditional textbooks, we will incorporate field trips, literature, readings, and movies as alternative teaching tools to illustrate theory and application. If for some reason the enrollment in this learning community is less than adequate, the courses can be open to the general student population without overlapping traditionally scheduled courses.

All of us know that scheduling for the 1998 Spring Semester is upon us. Please advise us if it is possible to pilot this project as soon as possible, so we can continue selecting materials, developing the syllabus, and planning "Our Lives in Community."

cc: Bertie O. Salyer, Chairperson, Division of Social Sciences and Related Technologies
M. Michael Conley, Chairperson, Division of Humanities and Related Technologies
Dr. Gerry Colvin, Director of Counseling
Jean V. Rosenberg, Director, Homemaker and Single Parent Program
Dr. Deborah L. Floyd, President

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UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM
Prestonsburg Community College
Learning Community Syllabus

Semester/Year:	Spring 1998			
Course Numbers:	SOC 101/PY 110/COM 181			
Title:	**"Our Lives in Community"**			
Learning Community:	SOC 101	MWF	10:20-11:20	
	Reserved	MWF	11:30-12:30	
	PY 110	MWF	12:40-01:40	
	COM 181	MWF	01:50-02:50	
Instructors:	Dr. Craig L. Mulling, Assistant Professor of Sociology (P209C) Ms. Sabra P. Jacobs, Instructor of Psychology (P209F) Ms. Hope E. Bennin, Associate Professor of Communication (C120N)			
Telephone:	(606) 886-3863 [Mulling X-282, Jacobs X-261, Bennin X-213]			
Office Hours:	To Be Announced			

Learning Community Philosophy:

Our approach to the learning process is based on the idea that we learn best by "doing." The course -- **"Our Lives in Community"** -- is designed to encourage active involvement of students (and faculty) during class discussions and the completion of course activities. We will join with you in the learning process and work with you to create a learning community, one in which all of us feel comfortable asking questions and helping each other make meaningful connections in our own lives. Therefore, in addition to learning about the social and psychological principles of community, our classroom will be modeling them. We will take time to laugh, share stories and opinions, and open our hearts and minds to the richness of the human condition.

Learning Community Description:

This course is designed to:
- provide an interactive classroom environment to improve learning and the enjoyment of learning;
- encourage students to form meaningful relationships with students and faculty;
- offer students an opportunity to make clear connections between disciplines;
- participate in the service learning program; and
- complete nine credit hours of General Education coursework.

Of special importance to the development of community among ourselves is the classroom environment. Therefore, lecture will be used only when concepts need clarification. Ground rules will be established, and everyone will come to class prepared to participate openly in discussions.

Learning Community Content:

Students will be required to achieve course competencies for SOC 101, PY 110 and COM 181 and complete all assignments appropriate to this Learning Community, including discussions, readings, critical thinking papers, speeches, film analyses, field trips, exams, service learning projects and reflections. Specific descriptions of assignments will be communicated in a timely fashion.

General Education Competencies:	**Writing**. service learning reflections (SOC 101, PY 110 and COM 181)exams, critical thinking papers, film analyses (SOC 101 and PY110), outlines (PY 110 and COM 181), speeches (COM 181) **Reading**. texts, research, articles (SOC 101, PY 110 and COM 181) **Integrated Learning**. texts, discussions, field trips, service learning projects and reflections (SOC 101, PY 110 and COM 181), critical thinking papers (SOC 101 and PY 110) **Creative Thinking**. discussions, experiential activities, reflections, analyses (SOC 101, PY 110 and COM 181) **Ethics/Values**. texts, discussions, research, service learning projects and reflections, field trips (SOC 101, PY 110 and COM 181)
Required Texts:	Camus, Albert. The Stranger. Miller, Arthur. Death of a Salesman. Morrison, Toni. The Bluest Eye. Quinn, Daniel. Ishmael.
Supplemental Texts:	Vander Zanden, James. Sociology: The Core. Coon, Dennis. Essentials of Psychology: Exploration and Application. Weaver, Richard. Essentials of Public Speaking. These texts are available for purchase in the PCC Bookstore. In addition, copies of these texts are on Reserve in the PCC Library.
Supplemental Materials:	3"x5" note cards, VHS tape, wide-lined looseleaf paper, blue or black pen, No. 2 pencil, 1" 3-ring binder
Attendance Policy:	All students are expected to attend and participate. Missing class for any reason will be counted as an absence; please let one of us know if you are going to be absent. More than five (5) absences will result in required make-up work or grade reduction. Students are responsible for all work missed. Further clarification will be distributed as warranted.
Grade Policy:	There will be separate grades for each course, though several assignments may have multiple grades; *e.g.*, a speech might be graded for performance (COM 181) and content (SOC 101 or PY 110). Each course will consist of 1000 points, and these points will be assigned per instructor. The grading scale is as follows: A=900-999 B=800-899 C=700-799 D=600-699 E=000-599. Grades for each course will be assigned individually; *e.g.*, you may get an **A** in SOC 101, a **B** in PY 110 and a **C** in COM 181. All assignments must be completed for each course in order to pass. Late work will not be accepted unless we know before class meets that you will be absent for a legitimate reason.
Withdrawal Policy:	We do not allow withdrawal after midterm unless there are special circumstances and the student needing to withdraw has been attending regularly and completing assignments on time. Each request will be considered individually by all instructors. Please keep in mind that withdrawal from one course will mandate withdrawal from the other two courses as well.
Exam Policy:	Grades will include exams as announced.
Closed Days:	No exams will be given on the last class meeting before final exam week.
Makeup Days:	Classes canceled due to inclement weather will be made up at the end of the semester or during a vacation period.

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Responsibilities:

Please be prepared for class when it meets.
Please be sure the work you turn in is neat/readable.
Please do not wear any perfume or cologne to class.
If children accompany you to class, please make sure they do not disrupt others.

Additional responsibilities will be established by our learning community.

I, _____, have received a copy of the Learning Community Syllabus.
(print name)

I have read it and understand its contents, and I agree to abide by its policies.

_____ _____
Signature Name

COM 181 ADDENDUM

Assignments (Subject to Change)

Introductory Speech. You will be introducing yourself to the rest of the class. *This speech should be one to two minutes in length; it will not be timed, and it will be taped.* The purpose of this speech is to get you in front of an audience and let you experience what it feels like to be the "center of attention." (25 points Speech)

Personal Experience Speech. You will be sharing a personal experience in which you were directly involved and from which you learned a lesson. *This speech should be two to three minutes in length; it will be timed, and it will be taped.* An outline (to be submitted **before** you speak) should include a title, a central idea (thesis statement, main points, supporting material, details and a list of any references you used. You will be critiquing another student's speech on the day you give your presentation. (100 points Speech/25 points Outline/10 points Critique)

Impromptu Speeches x 3. These speeches will be used as reviews for Psychology and Sociology concepts, theories, terminology, etc. You will be selecting three cards from a wide variety. From these three cards, you will choose one and specifically address what is on the card. *These speeches should be one to two minutes in length; they will not be timed, and they will not be taped.* (50 points per Speech)

Informative Speech. You will be selecting a topic and relaying information about the topic you choose. *This speech should be three to four minutes in length; it will be timed, and it will be taped.* You will be signing up for your topic. An outline to be submitted before you speak should include a title, a central idea (thesis statement), main points, supporting material, details and a list of any references you used. You will be critiquing another student's speech on the day you give your presentation. (100 points Speech/25 points Outline/10 points Critique)

Narrative Reading. You will be selecting a brief excerpt from <u>The Stranger</u> to present to the class. *This reading should be two to three minutes in length; it will be timed, and it will be taped.* (50 points Reading)

Process Speech. This is the same as the Informative Speech, except that I require that you incorporate at least one presentational aid and you have free choice of topics. *This speech should be four to six minutes in length; it will be timed, and it will be taped.* You will be signing up for your topic. An outline (to be submitted **before** you speak) should include a title, a central idea (thesis statement), main points, supporting material, details and a list of any references you used. You will be critiquing another student's speech on the day you give your presentation. (100 points Speech/25 points Outline/10 points Critique)

Pet Peeve Speech. You will be discussing something from <u>The Bluest Eye</u> that "bothered" you. *This speech should be two to four minutes in length; it will be timed, and it will be taped.* You will be signing up for your topic by speaking personally with me; this time will also be used to conference with you and discuss your progress in COM 181. An outline (to be submitted **before** you speak) should include a title, a central idea (thesis statement), main points, supporting material, details and a list of any references you used. You will be critiquing another student's speech on the day you give your presentation. (100 points Speech/25 points Outline/10 points Critique)

Persuasive Speech. You will be selecting a persuasive topic that somehow connects with <u>Ishmael</u>, presenting information and opinions. *This speech should be six to eight minutes in length; it will be timed, and it will be taped.* An outline (to be submitted **before** you speak) should include a title, a central idea (thesis statement), main points, supporting material, details and a list of any references you used. You will be critiquing another student's speech on the day you give your presentation. (100 points Speech/25 points Outline/10 points Critique)

Service Learning Presentation. You will be discussing your service learning experience. *This speech should be no more than four minutes; it will be timed, but it will not be taped.* No outline is required, and your will not be critiquing another student's presentation. (100 points Speech)

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Instructor	Sabra Jacobs
Course	PY 110 – P1
Office Location	Pike Building 209f
Office Hours	M W F week: 7:30am – 8:00am, 9:10am – 10:10am, 11:30am – 12:30pm
	T R F week: 7:30am – 9:15am
	Pikeville Campus and alternative times available by appointment

Exams:
There will be a total of four exams given throughout the semester. All exams will be based on material covered in class and assigned readings. No make-up exams will be given. However, I will offer an optional cumulative final exam which can be substituted for a missed or failed exam.

Critical Thinking Papers:
Students will be required to respond in written format to a variety of topics relating to psychology. Specific grading criteria will be focused on critical writing skills and evidence cited for opinions expressed.

Active Learning Exercises:
Each student is expected to fully participate in the various active learning exercises presented in our class. Types of activities may include: small and large group discussions, problem solving projects, service learning participation, journal writings, field trips, etc..

Class Presentations:
Each student will be evaluated for the accuracy of psychology content presented in relevant speeches.

Grade Policy:
The final grade in this course will be determined based on the total number of points accumulated from the various assignments and the + or – points accrued from class attendance and participation.

Student Evaluation Criteria:

Exams	400 points
Critical Thinking Papers	200 points
Active Learning Exercises	200 points
Class Presentations	200 points
Attendance/Participation	+/- points
Total	1000 points

Your instructor reserves the right to weigh other factors (such as the degree and quality of class participation and/or extra-credit work) in determining each student's final course grade.

INTRODUCTORY SOCIOLOGY: SOC 101-P1

Our Lives in Community

Spring 1998

Instructor: Dr. Craig Mulling
Office: Pike 209-C Phone: 886-3863 x282
Office Hours: To be announced
E-Mail Address: clmull@pop.uky.edu

Evaluation of Student Performance

A student's grade at the end of the course will be determined based on performance in four critical areas: 1) Tests; 2) Homework Assignments; 3) Active Learning Exercises; and 4) Class Presentations. Below is a breakdown of the 1,000 points possible in the course:

Tests (4)	**400 points**
Homework Assignments (4 of 5)	**200 points**
Active Learning Exercises	**200 points**
Class Presentations	**200 points**
	1,000 total points

Tests: Four tests will be given during the semester, one for each unit of the course based on the assigned readings and class materials. These tests will focus on your understanding of the sociological material of our course but may also include elements common to the other courses in our learning community. No make-up tests will be offered; however, a comprehensive final exam will be given to those who miss a test. In addition, those who have completed all four tests may choose to take the final examination should they wish to improve on a low test score.

Homework Assignments: Each of the five homework assignments will be announced at least one week prior to the due date. *All assignments must be typed and submitted on the due date to receive full credit.* Please note that students must complete only four of the five Homework Assignments. All assignments, including bonus assignments, should be submitted in a ½-inch, 3-ring binder with the most recent submission at the front. Late submissions will not be accepted unless there are extenuating circumstances **and** the student has informed me of those circumstances before the due date.

Active Learning Exercises: All students will participate in a variety of active learning exercises, most of which will take place in the context of our interdisciplinary course. Types of activities may include: small and large group discussions, brainstorming, problem solving exercises, service learning projects, journal writing, field trips, film analyses and critical reflections.

Class Presentations: Each student will be evaluated as to her/his understanding of sociological content as articulated in several oral presentations.

Extra Credit: Opportunities for extra credit may become available during the course, up to a maximum of 40 points. These may include homework assignment #5 (up to 10 points), outstanding attendance (up to 10 points for perfect or near-perfect attendance), and written reflections on campus-based or community-based activities (5-10 points).

*Please note that I reserve the right to weigh factors such as effort and commitment in determining each student's final course grade.

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OUR LIVES IN COMMUNITY
Learning Community Perceptions

SECTION I

Please respond to the following items honestly and completely. The scale for this section is:
1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree

1 2 3 4 5 01. I felt more comfortable in OLIC than in my other classes.
10-Strongly Agree 01-Agree 00-Undecided 01-Disagree 01-Strongly Disagree

1 2 3 4 5 02. I felt more supported by my classmates in OLIC than in my other classes.
10-Strongly Agree 02-Agree 00-Undecided 00-Disagree 01-Strongly Disagree

1 2 3 4 5 03. I felt more supported by my instructors in OLIC than in my other classes.
12-Strongly Agree 01-Agree 00-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 04. I felt more willing to ask questions in OLIC than in my other classes.
12-Strongly Agree 00-Agree 01-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 05. I felt more willing to admit I didn't understand and asked for explanations in OLIC than in my other classes.
08-Strongly Agree 00-Agree 03-Undecided 02-Disagree 00-Strongly Disagree

1 2 3 4 5 06. I was more willing to write and/or talk about personal experiences in OLIC than in my other classes.
10-Strongly Agree 01-Agree 01-Undecided 01-Disagree 00-Strongly Disagree

1 2 3 4 5 07. I knew my classmates better in OLIC than in my other classes.
11-Strongly Agree 00-Agree 00-Undecided 01-Disagree 01-Strongly Disagree

1 2 3 4 5 08. I knew my instructors better in OLIC than in my other classes.
11-Strongly Agree 01-Agree 00-Undecided 01-Disagree 00-Strongly Disagree

1 2 3 4 5 09. I spent more time outside class with students from OLIC than from my other classes.
12-Strongly Agree 00-Agree 01-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 10. I experienced significant personal growth because of OLIC.
08-Strongly Agree 02-Agree 03-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 11. I would not still be enrolled at PCC if I had not been part of OLIC.
01-Strongly Agree 01-Agree 06-Undecided 03-Disagree 03-Strongly Disagree

1 2 3 4 5 12. I am now more willing to listen to others.
06-Strongly Agree 04-Agree 02-Undecided 02-Disagree 00-Strongly Disagree

1 2 3 4 5 13. I am now more willing to share with others.
06-Strongly Agree 03-Agree 01-Undecided 03-Disagree 00-Strongly Disagree

1 2 3 4 5 14. I am now more willing to accept others, even if they are different.
07-Strongly Agree 02-Agree 01-Undecided 03-Disagree 00-Strongly Disagree

1 2 3 4 5 15. I am now more compassionate toward others.
07-Strongly Agree 03-Agree 01-Undecided 02-Disagree 00-Strongly Disagree

1 2 3 4 5 16. I am now more compassionate toward myself
06-Strongly Agree 03-Agree 03-Undecided 02-Disagree 00-Strongly Disagree

1 2 3 4 5 17. I now feel more like I belong.
04-Strongly Agree 07-Agree 01-Undecided 01-Disagree 00-Strongly Disagree

1 2 3 4 5 18. I now feel more like I can succeed in getting an education.
06-Strongly Agree 05-Agree 01-Undecided 01-Disagree 00-Strongly Disagree

1 2 3 4 5 19. I now understand others better.
07-Strongly Agree 04-Agree 01-Undecided 01-Disagree 00-Strongly Disagree

1 2 3 4 5 20. I now understand myself better.
07-Strongly Agree 02-Agree 03-Undecided 01-Disagree 00-Strongly Disagree

1 2 3 4 5 21. I am now more aware of what is going on in the world and my community.
05-Strongly Agree 06-Agree 01-Undecided 01-Disagree 00-Strongly Disagree

1 2 3 4 5 22. I now feel like I can make a difference in the world and in my community.
07-Strongly Agree 06-Agree 00-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 23. I learned more in OLIC than in my other classes.
08-Strongly Agree 05-Agree 00-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 24. I enjoyed OLIC and would seriously consider being part of another Learning Community.
09-Strongly Agree 01-Agree 03-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 25. I was totally engaged in the learning process occurring in OLIC.
07-Strongly Agree 04-Agree 02-Undecided 00-Disagree 00-Strongly Disagree

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SECTION II

Please respond to the following items honestly and completely

1 List five words that most accurately descnbe OLIC

belonging – caring – engaging – fun – togetherness
enlightening – learning – pleasant – relaxed – togetherness
caring – friendly – relaxed – sociable – supportive – well taught
discipline – educational – friendly – understanding
achieving – comfortable – compassionate – open – relaxed
considerate (accepting others and their opinions) – cooperative – friendly – honest – reasonable
different – enjoyable – helpful – interesting – nice
fun – group – learning – students – teachers
closeness – comforting – easy going – growing – intelligent
caring (tutorial guidance) – close knit – community – effective – fun
capable – different – educational – open minded – supportive
different – family – friendly – open – understanding
acceptance – honesty – participation – punctual - undestanding

2. Describe how this Learning Community was different than your other classes.

Everyone seems to be one big family and not very judgmental.

I have a new outlook on social problems and more interest in what is going on around me. I have made new friends which is very valuable in life. Instructors were pleasant plus informative. If required, I would take OLIC again. Thanks.

OLIC had a more relaxed atmosphere, but I still learned something.

It was more interactive with student/teacher than my other classes. I felt more at ease around my classmates and instructors and hope to remain friends.

The learning community is different from my other classes because I feel I am more accepted and comfortable. The atmosphere is more relaxed.

I got to know my classmates better. I enjoyed this class; it was actually fun. I actually had conversations outside of class with my classmates. I felt more comfortable in this class than in any other.

We sepnt a lot of time with each other and more time with the instructors which gave us more time to ask questions and better understand what we were talking about whether it was sociology, psychology, or speaking. Speaking also gave me more ability to get up in front of people to talk and not be so scared.

The class was very much different; students were different in the OLIC group. Most students talked out in class all at the same time and it was harder fro me to understand the teacher sometimes, but overall the techers were great. But I liked my English class; Dr. Adams is what I need for learning new things and making good grades.

In OLIC, we actually got to know each other. Other classes don't provide this sense of community and personal growth. Learning was also much easier in OLIC. Why? Who knows, but it was a much better atmosphere to learn and grow in than normal classes are.

The biggest difference is that we know each other very well which gives us a support network to rely upon in future educational endeavors. In other classes I couldn't give the names of any two class members. Another important difference is the quality of instruction. OLIC instructors are far more involved in facilitating and the success of each member of the community whereas other class instructors are involved very little through their courses. I feel the class was and is a success!

OLIC was a small class. OLIC was primarily three classes in one. Each class had specific requirements and assignments. Sometimes, these assignments fit into another class such as the Folkway fitting into Socioloy and Speech.

In OLIC I have experienced that personally I am not afraid to speak or sound stupid if I say something because of this group.

The Learning Community is different from my other classes due to the closeness of student/instructor participation. The OLIC program should be kept here at PCC in order for others to succeed with their core courses a little bit easier than just giving homework and telling students to learn it on their own. The OLIC program instructors have better means of teaching as compared to my other instructors. There is the one-on-one student/teacher method that I liked strongly. The class participation in OLIC is more centered than that in my other classes also.

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3 Explain what you have learned about yourself since the beginning of the semester and how OLIC was part of this process

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I have found I can discipline myself in my studies. OLIC has given me the drive to continue my education.

I work better under stress.

I learned that I am a Type A person and that society affects me more than I thought. I can handle speeches and talking in front of a camera better than I thought. Comment: make books required next time you have the class.

I have learned to be a better listener. I am more compassionate. I have learned that my opinions and questions matter and I am now not afraid to speak up and voice my opinions or ask questions.

I have learned that I can be open minded with others. I can give my opinions and others are willing to listen. I can listen to others' opinions and ask questions. I don't make a decision without knowing that facts about what it is I am deciding.

I have learned how to cope with some everyday troubles better. I am more patient with others. Also, I now realize that some of the troubles in my home and family are not my fault, and OLIC has helped me to realize that others have the same problems as I do.

I have learned quite a lot. I learned that people are very different and that I am able to get up in front of class now and not be backward about it. Hope is a great teacher, and Sabra and Craig as well. I liked being in their classes. I have learned about lots of different things in this learning community.

This particular OLIC group was very diverse and, as such, it taught me how judgmental I can be as well. It also taught me how much life still has yet to offer. Being almost twenty and living in Kentucky stunts my personal growth but after meeting some of the older members of the group who were able to have adventurous lives outside of Kentucky, it doesn't seem as hard now to wait for my time. I also learned religious tolerance, being one of only two pagans in OLIC among about ten other Christians is very, very hard, but everything was okay. We got along well.

The most important aspect for me regarding OLIC is that I've learned or rediscovered (moe appropriately) that I am capable of pursuing a college education. OLIC played a big part in reaffirming my desire to teach in that it offered me an opportunity to "tutor" classmates. This tutoring was effective in helping others succeed.

Before, I wanted to let others share their opinions, but I had a hard time accepting what they told me. The OLIC program consisted of different age groups, beliefs and upbringing. This diverse population gave me an idea of why someone thinks the way they do. OLIC helped me understand that all people are different in more than one way.

I have learned that we can learn better if we-re more open with one another. In OLIC I have experienced this and in my other classes (two) we weren't as open toward one another. The Learning Community asked our advice about pretty much everything and that is a better way for us to understand. That's what I learned in OLIC.

I've learned that the best we can do should change our low self-esteem. I've also lerned that good communication skills should always be used in order for one to be successful in life. I also learned more about one's inner self compared to the occurrence of life's events and catastrophes. I also learned more about myself while taking the OLIC program. I learned ways of being accepting not only as an individual but as a father also. I've also learned ways of relieving stress due to education somewhat. I've also learned, and used, the teachings of OLIC to better inform others of everyday problems and misfortunes found in life. The old saying is, "If at first you don't succeed, try, try again." I believe this to be true in all the things we do.

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4 Explain what you have learned about group interaction since the beginning of the semester.

It gives everyone a chance to get to know each other as people instead of just another student. I have grown close to some of the people in OLIC and I have found some true friends.

Though self-discipline is a must, group interaction is very helpful concerning group study. We all had the opportunity to help each other.

A lot of people think and act differently and have different opinions than I do.

It is okay to agree to disagree and a small group can be very diverse in opinions and shows how to listen.

I have learned to listen to other people's thoughts and to be aleader when needed. I have learned when to listen and when to talk. Everyone should participate and if someone isn't doing their part pull them to the side and bring it to their attention.

Give your opinion and listen to others, be willing to accept different opinions and be able to say, "I may have been wrong." Get to know others, work together as a group and listen to what others have to say.

It is possible to discuss different things with each other and not be mad or end up fighting all the time.

Groups of students are very much different than when I went to school before.

I've learned that sometimes the best group is a very diverse group. We have learned a lot about each other in our own personal experiences. With this also comes more understanding, acceptance and tolerance. Peace reigned this semester.

I have seen groups interact in many settings, but this is the first time I have seen such interation in the classroom. I think an atmsophere such as the one in OLIC class meetings is extremely helpful in that it allowed everyone to feel at ease with the process at hand – learning. Some aspects of the interaction were troublesome. Collaboration on tests seemed to be a trouble spot as it allowed some to ride the coat tails (as a matter of practice rather than incidence) of others.

I learned that everyone really has something to say. I was a quiet person and OLIC helped me to open myself up. We were given a task and all participants in a group must decide which answer or route was best. The group interaction made me feel needed and I had the help of others.

In group interaction it's our part to be a group and speak as a group and listen to others when they're speaking in that group. In group interaction I personally think it's all about understanding or willingness to understand.

I've learned about group interaction due to the OLIC program because I've bettered my communication skills as well as my knowledge of sociology and psychology. I've found also that the interaction between students/instructors was more open than in my other classes! There is a feeling of belongingness found in the OLIC program than any of my other classes. I've also learned to communicate with my peers at a higher level of acceptance.

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OUR LIVES IN COMMUNITY FOLLOW-UP
Learning Community Perceptions, Fall 1998

SECTION I

Please respond to the following items honestly and completely. The scale for this section is:
1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree

1 2 3 4 5 01. I felt more comfortable in OLIC than in my other classes.
06-Strongly Agree 02-Agree 00-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 02. I felt more supported by my classmates in OLIC than in my other classes.
06-Strongly Agree 03-Agree 00-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 03. I felt more supported by my instructors in OLIC than in my other classes.
06-Strongly Agree 02-Agree 00-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 04. I felt more willing to ask questions in OLIC than in my other classes.
06-Strongly Agree 01-Agree 01-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 05. I felt more willing to admit I didn't understand and asked for explanations in OLIC than in my other classes.
05-Strongly Agree 02-Agree 01-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 06. I was more willing to write and/or talk about personal experiences in OLIC than in my other classes.
04-Strongly Agree 03-Agree 00-Undecided 00-Disagree 01-Strongly Disagree

1 2 3 4 5 07. I knew my classmates better in OLIC than in my other classes.
05-Strongly Agree 03-Agree 00-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 08. I knew my instructors better in OLIC than in my other classes.
05-Strongly Agree 02-Agree 01-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 09. I spent more time outside class with students from OLIC than from my other classes.
05-Strongly Agree 03-Agree 00-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 10. I would not still be enrolled at PCC if I had not been part of OLIC.
02-Strongly Agree 00-Agree 01-Undecided 03-Disagree 02-Strongly Disagree

1 2 3 4 5 11. I learned more in OLIC than in my other classes.
03-Strongly Agree 03-Agree 02-Undecided 00-Disagree 00-Strongly Disagree

1 2 3 4 5 12. I enjoyed OLIC and would seriously consider being part of another Learning Community.
05-Strongly Agree 02-Agree 01-Undecided 00-Disagree 00-Strongly Disagree

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SECTION II

Please respond to the following items honestly and completely.

1. List five words that most accurately describe your courses this semester.

Intimidating-Impersonal-Uncomfortable-Restrained-Robotic
Hard-Interesting-Enjoyable-Different-Good
Pressure-Time Consuming-Progression-Self Gratification-Self Learning Abilities
Stressful-Isolated-Meaningful-Learning-Different
Rude-Understanding-Put on a Spot-No Concern-Laughing at You
Hard-Okay-Complicated-Difficult-Stressful
Boring-Unchallenging-Lame-Erratic-Slow Moving
Fulfilling-Thought Provoking-Insightful-Caring-Helpful

2. Describe how the Learning Community was different than your classes this semester.

This semester my interaction with classmates and instructors is minimal. Instructors in most of my courses seem to be somewhat removed from the concept of interpersonal communication. Although I would agree that the exchange of information from instructor to student is the primary goal of higher education, it has been my experience that the barrier of intimidation is bridged much easier in classes such as OLIC. Therefore, in my opinion, the learning experience is enhanced and propelled when familiarity exists in the classroom.

With the learning community, there were less expenses (books, etc), while this semester the expenses are more and I am changing classrooms for each subject.

The Learning Community was different than my other classes this semester because it was a more small group-based class than my "non-involvement" classes. If there was another OLIC class, I would by all means take it again due in part to the group involvement compared to "individual" classes. I learned more about myself when I was in a class with people with similar needs and wants compared to individual needs and wants of "non-involvement" classes.

OLIC had a family atmosphere. Because so much time was spent in this environment, there was a closeness among the students. Most assisted other classmates when needed. The diversity of the students (from high school graduates to non-traditional students) made OLIC unique. I believe the gap between student and teacher was narrowed to the point that students were not afraid to ask questions and the teachers understood the needs of each student. I just wish there were more opportunities like OLIC. I feel as if I have learned more there than in any other class I have attended. Thanks, OLIC!

The students would not laugh at me if I didn't understand something in class. The teachers showed interest in my lessons and my feelings. I wasn't afraid to ask questions in the OLIC class, and the students worked together to help everyone. I still meet with my OLIC friends. The teachers [this semester] aren't like the OLIC teachers either.

We all worked as a group rather than as individuals.

OLIC was different because the "community" type environment made it more exciting and friendly to learn in. The things I learned in OLIC stayed with me more prominently than in "normal classes."

I thought OLIC was a more personal class. The instructors really cared about how I did and I didn't want to let them down because I knew them. But, it also kind of spoiled me because I was so involved in OLIC that it was like I <u>had</u> to do well.

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OLIC PROFILE
COM 181-P1
May 15, 1998

Age:		47 – 1
		46 – 1
		39 – 1
		32 – 1
		31 – 1
		28 – 1
		25 – 1
		23 – 1
		20 – 2
		19 – 4
		18 – 1
Average:		27
Sex:	Females	10
	Males	05
Marital Status:	Single	07
	Engaged	02
	Married	02
	Separated	01
	Divorced	02
	Widowed	01
Majors:	Allied Health (undecided)	01
	Business (Real Estate)	01
	Communication (Journalism)	01
	Education (various levels)	02
	Law Enforcement	01
	Medical Records	01
	Nursing	02
	Social Work	02
	Undecided	04

Grades:	Grade	SOC 101	COM 181	PY 110	Average
	A	07	07	02	35%
	B	02	05	02	20%
	C	04	01	05	22%
	D	00	00	04	09%
	E	01	01	01	07%
	P	00	00	00	00%
	F	00	00	00	00%
	I	00	00	00	00%
	W	01	01	01	07%
	AU	00	00	00	00%
Average:		3.000	3.215	2.000	

Student	Current	Cumulative	Credits Completed
	4.000	4.000	19
	3.333	2.954	22
	3.000	3.000	15
	0.000	0.200	06
	2.000	2.000	12
	3.333	3.333	09
	2.333	2.333	12
	3.000	3.000	15
	2.000	2.000	12
	2.333	2.333	15
	2.750	2.750	23
	2.250	2.250	16
	3.333	3.333	15
	3.750	3.750	16
	0.000	0.666	10
Averages:	2.574	2.359	12

Transfer Students:	01
1st Time Students:	10
2nd Semester Students:	03
Other:	01

OLIC PROFILE UPDATE
COM 181-P1
May 17, 1999

Age:		48 – 1
		47 – 1
		40 – 1
		33 – 1
		32 – 1
		29 – 1
		26 – 1
		24 – 1
		21 – 2
		20 – 4
		19 – 1
Average:		28
Sex:	Females	10
	Males	05
Marital Status:	Single	06
	Engaged	01
	Married	05
	Separated	01
	Divorced	02
	Widowed	01 (now engaged)
Majors:	Allied Health (undecided)	01
	Business (Real Estate)	01
	Communication (Journalism)	01
	Education (various levels)	02
	Law Enforcement	01
	Medical Records	01
	Nursing	01
	Social Work	02
	Undecided	05

Grades:	Grade	SOC 101	COM 181	PY 110	Average
	A	07	07	02	35%
	B	02	05	02	20%
	C	04	01	05	22%
	D	00	00	04	09%
	E	01	01	01	07%
	P	00	00	00	00%
	F	00	00	00	00%
	I	00	00	00	00%
	W	01	01	01	07%
	AU	00	00	00	00%
Average:		3.000	3.215	2.000	

Student	Current	Cumulative	Credits Completed
	3.500	**3.777**	**31** (enrolled, 12 cr., S '99)
	3.333	2.954	22 (not enrolled F '98, S '99)
	1.333	**2.166**	**21** (enrolled, 15 cr., S '99)
	0.000	**0.200**	**06** (enrolled, 09 cr., S '99)
	0.000	2.000	12 (not enrolled S '99)
	2.400	**2.842**	**15** (enrolled, 13 cr., S '99)
	2.285	**2.227**	**25** (enrolled, 13 cr., S '99)
	3.400	**3.111**	**41** (enrolled, 19 cr., S '99)
	2.500	**3.000**	**30** (enrolled, 12 cr., S '99)
	0.000	2.000	12 (not enrolled S '99)
	1.500	**2.000**	**21** (enrolled, 16 cr., S '99)
	2.333	**2.354**	**35** (enrolled, 13 cr., S '99)
	2.250	2.714	24 (transferred S '99)
	2.923	**3.320**	**33** (enrolled, 14 cr., S '99)
	0.000	**0.333**	**10** (enrolled, 15 cr., S '99)
Averages: (**enrolled**)	X.XXX	2.675	268/11=24.364

INDIVIDUAL PROFILES

STUDENT #1

Profile A: This student was an excellent LC member who offered a great deal to the group interaction. His strong religious beliefs were both a sign of his deep spirituality and a barrier to bonding with others who prefer not to couch everything in religious terms. Bobby's commitment to learning was very strong and he served as a good role model. I believe he grew a great deal personally and was relatively successful in working with others sharing different viewpoints. The success of the LC was enhanced by his involvement and commitment to sharing. The LC model was very good for him.

Profile B: This student is a 46 year old male who lives in Eastern, Kentucky. He is married, has three children and is interested in Social Work. He is presently a minister. He is a liver transplant recipient. More specifically, he is committed to his beliefs and shares them with other OLIC participants. He appears to be a kind person and adds a great deal to the learning community by virtue of his life experiences. There are times when he does not grasp a concept readily, but he is willing to put in whatever time is necessary for him to understand. I believe that some of the comments and questions he hears from participants and faculty in OLIC surprise, shock and/or disappoint him; however, he is respected and adds much to an eclectic group. I am pleased that he chose OLIC this semester. I am listed as his advisor.

Profile C: This student's degree of integration in our learning community has been moderate. He has successfully bonded with one older woman and one younger woman, but he will also strike up conversations with a variety of other learning community members. Initially, he appeared hesitant to contradict others' viewpoints, but by the end of our learning community, his self-assertive behaviors were apparent. His commitment to his learning was large. He actively asked questions when he was unclear about material in class. He also sought extra help when he was unsure of a concept. His written work was consistently well-researched and well-written. He also brought to our class other examples of content to help him and his classmates better understand some of the complicated material covered in class. His personal growth was moderate. He remained open to most of the material mentioned in class (except for the information regarding Human Sexuality) and endeavored to understand it the best that he could. His profession as a minister attests to his deeper level of comprehension of issues relative to many of the other members of our learning community and he attempted to use his abilities to help his fellow classmates better understand the class discussions.

FOLLOW-UP: This student has been enrolled since Fall 97. Despite serious medical problems, Bobby continues to do well in his academic pursuits. His attendance is exemplary and his effort far exceeds expectations.

STUDENT #2

Profile A: This student is a very quiet person who seemed ready to burst through that shell. Her growing recognition of her abilities to use sign language will likely be a vehicle to her future personal growth. During Sociology discussions she seemed very focused on the discussion but could not break through to be a full participant. Her commitment to learning is very strong; although her lack of confidence in some areas gets translated occasionally into poor student performance. She bonded with one older woman and older man, all who share a deep and genuine spirituality. It is difficult to know how much she grew personally but I suspect the fruits of this experience will be more strongly observed in later years. Again, the experience with signing (for father and fiance) gave her a special insight on a theme within the LC, that of diversity.

Profile B: This student is a 19 year old female who lives in Bevinsville, Kentucky. She is engaged (to a deaf man – her father is also deaf), has no children and has not yet chosen a major. She presently spend much of her time interpreting for the deaf. She appears to be bright but shares little if anything with other OLIC participants. She has developed a strong relationship with one older woman. She has spoken only when specifically asked to address and issue or question which might be the result of insecurity, uncertainty, lack of self-esteem, general shyness or a combination of any or all of the above. My hope was that she would "come out of her shell," but this has not happened, at least not to the extent I would have liked. I believe she benefited greatly from OLIC and, in fact, I am not certain whether she would still be enrolled without the learning community.

Profile C: This student is on the outside looking into our learning community. She is well integrated into the GOD SQUAD triad of one older woman, one older man and herself, but the rest of her classmates are not engaged in her presence. Although respectful and quiet, she does not readily ask questions or offer opinions unless directly asked to respond. She does not initiate any social or educational interaction despite her performance on written assignments which indicate that she does not fully understand the material being presented. Having had her in my Human Sexuality class last fall, I know her academics at least regarding sexuality are weak and she displays similar lack of academic strength in our learning community. I would like to see her continue with her education and I think she will continue to plug along. She has made experienced some personal growth in our learning community. When I signed her up for our course, she was eager to meet new people and to experience learning in a different format. Our learning community was perfect for her desire. She also did accomplish her goal of making some new friends—even though the others with whom she associated herself are more parental figures than peer-related relationships. Sometimes, she can be outspoken and nervously assertive (as I have observed from a few of her speeches), yet most of the time she remains quiet and withdrawn.

FOLLOW-UP: This student has not attended since S 98. One reason might be her financial aid (or the lack thereof). She may have transferred, though this information is unknown.

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STUDENT #3

Profile A: This student was an excellent LC member. His attempt to promote social bonding among the members were not always successful, but he was genuinely committed to making the LC work. He has positive self-esteem and this carried him through the edperience despite not always being fully embraced by other members. As a single father he shared many insights into the commonalities facing single parents and also, I believe, was a good role model for some of the younger male members. He is a caring father. As for his student performance, he had some difficulties making the transition back to school. However, he always kept a positive attitude and I have great confidence that he will be successful. The LC model was very good for him.

Profile B: This student is a 32 year old male who lives in Langley, Kentucky. He is widowed, has one child and is interested in Business, specifically Real Estate. He works as hard as or harder than anyone else in OLIC, sometimes out of necessity and other times as a result of the lack of confidence. He appears to be interested in just about everything and is very observant and attentive. He has participated in class freely and can be seen with other OLIC participants in other locations in campus. I worked with him at the Trash Bash sponsored by the Army Corps of Engineers and he was most helpful. I believe he has experienced much growth during this semester, in part because of being an OLIC participant. I have enjoyed having him in class. I am listed as his advisor.

Profile C: This student's degree of integration in our learning community was basically successful. He eventually bonded with two young men one older man and one young woman and was able to interact with the rest of the learning community members, too. Although somewhat aloof, he does try to interject himself in conversations with others and is often successful. He, too, is a single parent which gave him a number of common interests with the other single parent females in the class. his commitment to his learning was excellent despite his poor test scores. He constantly encouraged his fellow classmates to do better in class and to stick together as a learning community should. He often spoke of the importance of the continuance of our learning community concept of education due to its obvious social and educational value. He thoroughly believed in the importance of what our learning community was attempting to accomplished and remained one of our best cheerleaders and participants in our OLIC activities. His personal growth was large. He grew socially and intellectually during our learning community. He enhanced his social skills and learned that he had a lot in common with a number of his classmates despite being out of school for awhile. He also enjoyed the challenge of learning unfamiliar concepts in psychology and was determined to get as much as he could out of our class. He asked frequent questions and added appropriate comments in timely and courteous manners and also stopped by for additional help when needed outside of class.

FOLLOW-UP: This student has been enrolled since S 98. He appears to do worse each semester instead of better. A variety of health problems prevented his from attending regularly during S 99.

STUDENT #4

Profile A: This student was one of our two failures. He is a bright individual who is completely clueless on where he is going. The only thing he learned in the LC was that he does not belong in school at this time. Of course, that may be a very important lesson that he may (boy, it's hard to fathom) learn from. I thought we did a very good job in attempting to salvage his semester, but in the end he made the right decision to stop attending. After his departure, many students were pleased. He was not rudely disruptive but his complete absence of mind, which he acknowledged continuously, was distracting. I believe the LC model is the only model for him.

Profile B: This student is a 20 year old male who lives in Beaver, Kentucky. He is single, has no children and has not yet chosen a major. From the beginning of the learning community, it was obvious that he had little interest in getting an education or becoming part of OLIC. His attendance was poor and was told on numerous occasions that he needed to come to class regularly. He was frequently late when he came, and for the first six weeks seemed to attend only on Friday when we had a pot luck or went on a field trip and then stopped somewhere to eat. The most personal items he shared with OLIC were "I'm a caffeine addict." And "My brain's not working today." Eventually he stopped attending altogether which has helped the learning community by, as one participant put it, ". . .removing the dead weight." I think he might have done quite well in the learning community setting with just a little desire on his part.

Profile C: Who is he??? Has his head finally cleared up enough for him to answer???? His degree of integration could have been good, but his unfortunate use of drugs and poor personal habits prohibited him from participating in our learning community. Thus, although he initially interacted with many other learning community members, he was at best only a marginal member and then quit coming altogether. His bonds to our learning community were not sufficient enough to sustain him so he slipped through its cracks. His commitment to his learning was nonexistent. He was never prepared for class and was unable to participate in most class activities because he missed so many classes and never got the notes nor homework assignments. I am particularly embarrassed by His performance in our learning community because I am his advisor and I know that hecan do very well if he decides to apply himself. Apparently he did not decide to apply himself to our learning community. His personal growth is a mystery to us all. He did not illustrate any growth to us in the learning community, but, as with the other student who did not finish the Learning Community, perhaps he learned that the learning community model is inadequate for his educational demands and that he would have benefited more from these classes being taught by the more conventional methods. However, one look at his transcript reveals that this rosy picture is highly unlikely.

FOLLOW-UP: This student last attended during S 98 and is reenrolled after a one-semester hiatus (academic suspension). Unless his efforts have increased dramatically, there will be another academic suspension after S 99.

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STUDENT #5

Profile A: This student is very young, despite her status as a single mother. Her commitment to the LC was relatively weak and we almost lost her during the semester. Perhaps she was one of our greatest success stories in that we were able to keep her in the LC because of the LC model, and she will likely continue in school. She may disagree, but the LC was good for her as a transition experience and she may make a greater commitment to her education as a result. Her shyness made some of the intense interaction uncomfortable for her. She bonded with another young single mother but did not have close relationships with the others outside of one young man, perhaps. The LC model was good for her despite her inadequate participation.

Profile B: This student is an 18 year old female who lives in Minnie, Kentucky. She is separated, has one child and has not yet chosen a major. Her life revolves around her child and she gravitates toward other single parents, particularly females. Thus, she has developed a relationship with another young single mother. Her attendance has been quite good even though there have been numerous days when she came in a little late; however, she is so quiet in class it is hard to know whether she is there. On top of having a quiet nature to begin with, she is soft-spoken and, I believe, a little unsure of herself. I do not know that she would still be at PCC without the learning community. There seem to be life experiences and events that distract her from class at times.

Profile C: This student's degree of integration in our learning community was limited. Her main interaction was with another young single mother who eventually became friends with other members of the community which she apparently did not feel as comfortable with. She was another wallflower and never fully came out on the proverbial "dance floor." Instead, she remained in the shadows and swirled down the whirlpool—resorting to bringing her own friend to class with her instead of interacting with other learning community members. Her commitment to her learning was limited. She never asked a question, despite her consistent failing grades. She did not sign-up for a progress report to gain any suggestions as to how to improve her status in class. Although her attendance was initially good, it diminished by the end of the learning community and when she did miss a class, she did not inquire as to the work she missed. Her degree of personal growth was very limited despite the supportive nature of our learning community. I think she suffers from an extreme amount of low self-esteem and she needed to meet other people her age who were successful playing all of the roles she was playing: mother, college student, divorcee, etc. If it was not for the other young single mother, she would have probably left the learning community very early on in the semester and another door would have been closed for her. Socially, she did not progress passed the other young single mother in making friends and educationally, she was unable to illustrate that any significant learning had taken place as evidenced by her poor test grades and written assignments.

FOLLOW-UP: This student last attended during F 98, though she withdrew from all her courses. She has not declared a major and seems to have other more pressing concerns in her life right now than education.

STUDENT #6

Profile A: This student was a very successful LC member. She was very helpful in salvaging the other young single mother's participation and got along with everyone in the group. She is very bright and will be an excellent college student. I think her personal growth was very good; again, the fruits of her experience, like one other young woman in the LC, may not be fully observed until some time has passed. The LC model was good for her.

Profile B: This student is a 19 year old female who lives in East Point, Kentucky. She is single, has one child and is interested in nursing. He life, too, revolves around her child. She has developed a relationship with another young single mother as a result (see above). Her attendance has been good. She speaks very little in class unless directly questioned or addressed, but she appears to have a good head on her shoulders. Hopefully, she will continue her education because she will create a favorable picture no matter what her choice of degree is. She has the right combination of intelligence, wit and social skills to be successful. I am listed as her advisor.

Profile C: This student's degree of integration in our learning community has been successful. She is a divorced and single mom like several others in the Learning Community. Her closest relationship has been with another young single mother, although I think she is a much stronger person and will outlast the other in accomplishing her goals. She is highly competent both socially and intellectually. Her commitment to her learning is moderate. She is among the brighter students in our learning community which permits her some leeway in missing occasional classes and yet easily catching up on what she has missed. She is conscientious when she misses a class and is willing to make up any work missed. Although typically a quiet member of our learning community, she will answer questions asked of her in an appropriate and intelligent manner. Her personal growth is moderate. She began our learning community alone and not sure what to expect. She is leaving our learning community with some good friends and some added confidence to bring to her future classes. She has gained support and encouragement from our learning community which has made her transition from teenaged mother to competent college student a positive reality.

FOLLOW-UP: This student has attended since S 98. She is working diligently toward an associate degree.

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STUDENT #7

Profile A: This student is a wonderful, nontraditional student who, I thought, grew significantly as a result of the LC experience. She likely has a learning disability that will always be a challenge for her as she attempts to progress in her education. Her friendships with one young woman, one older man and another older woman were important to her and them. The exposure to different points of view was a very important learning experience for her and she came to a greater respect of those differences. I am not confident that she will be able to handle the educational challenges of college but she does seem committed and PCC is a great place for students like her. The LC model was very good for her.

Profile B: This student is a 47 year old female who lives in Prestonsburg, Kentucky. She is married, has one child and is interested in Medical Records. She made a commitment to OLIC from the start and has stayed with it even when she was overwhelmed. I believe this sensation has occurred numerous times during the semester. She has been forced to consider alternate points of view and think about issues she may never have been exposed to before. If I was to choose the person in OLIC who has experienced the most growth from the learning community, I would not hesitate to name her. She has developed a strong maternal relationship with one younger woman and I doubt she would still be enrolled at PCC had it not been for OLIC. I am listed as her advisor.

Profile C: This student is physically part of our learning community, but she is a only a shell as far as I can tell. She has integrated with the other members of the GOD SQUAD, one young woman and one older man, and she occasionally speaks to another older woman, but the rest of her classmates are virtually non-existent in her world. In group settings she makes few if any comments unless directly addressed. Even when addressed, she usually is unable to verbalize basic concepts presented in class nor ask intelligible questions relating to her lack of understanding. The consistancy between her lack of verbal communication and poor written work confirms to me that she must feel like a "fish out of water" in our learning community. She has demonstrated a lack of commitment to her own learning as she appears to be in class only as a physical gesture. Her consistent failing grades on exams as well as poor grades on class activities and critical thinking papers indicate that she does not comprehend what is being presented in class. Perhaps her classroom performance would have been enhanced if she would have asked more questions and taken a larger interest in the subject matter. Despite her low grades, she trudges to class each day, but I think it must be frustrating sitting in a fog for 4 hours a day, 3 days a week. I will say that if perseverance was considered part of her commitment to learning, then she would be higher on the scale, but just showing up to class and getting nothing out of it and remaining in the same dark cloud that you initially arrived in does not equate for me a significant commitment to learning. Her personal growth as a result of our learning community is also similarly dismal in my opinion. Although she was always, punctual, quiet and cooperative, she needed to be more of her own advocate for her educational growth. Although I think in the communication class she experienced considerable personal strides, in psychology, her tunnel vision and incapacity to comprehend the material prevented significant personal growth from blooming in her. Often I found myself wondering "why does she continue to come?" I am glad that she was a part of our learning community because she was able to succeed in making friends with other which was a large part of the learning community's purpose, but her academic growth was virtually non-existent.

FOLLOW-UP: This student has ttended since S 98. Despite her academic shortcomings upon arrival, she appears to be making strides in her successful completion of general degree requirements.

STUDENT #8

Profile A: This student is an interesting person who is hard to figure out. She performs well in class, although not consistently, and appears focused on learning. She bonded with one older man, another older woman and one young woman but remained on the periphery of all groups, including the LC. Her intellectual growth was significant and I believe she will be successful at PCC. She has lots to share with a group like the LC but she never really became comfortable in doing so in our group. Most of her comments were reserved for the faculty, one-on-one, after class. She was a competent and cooperative group member. The LC model was very good for her.

Profile B: This student is a 39 year old female who lives in Paintsville, Kentucky. She is single, has no children and is interested in Education (level unknown). She, too, has grown tremendously throughout the semester. She has also been exposed to issues and challenges she may never have considered before. I believe that she sometimes perceives herself as less capable than she is and is reticent to express her opinion; however, she is also willing to stand behind what she believes. I have worked with she directly as she has been assisting me with revisions to the Service Learning Handbook and attached forms and she has been most helpful.

Profile C: This student's degree of integration in our learning community was limited. She was and remained very quiet and withdrawn. She is a natural wallflower. Her largest amount of social interaction in our learning community was with another older woman who was also very withdrawn. Although she did not directly seek any of the other learning community members out to socialize with, she would not shy away from a conversation that another member started with her. Unfortunately, these occasions were very few and far between. Her commitment to her learning became moderate to high. Initially, she, too, was there in the physical realm, but lacked in the intellectual realm. She rarely asked questions, despite being often perplexed by the material. But then we had our individual conferences and she asked me for a copy of our psychology book so that she could read the chapters that I was planning to cover. Since then, she felt more sure of the content in class and I think she got more out of our class discussions. Although her grades did not reflect a superior intellect, she did demonstrate an initiative to improve her current grade status. I think she knows an education is a good and necessary thing to achieve and she is willing to try to apply herself despite the other influences in her life (mother and male friend) discouraging her from attaining it. Her personal growth has been limited in the social realm, but larger in the intellectual realm. An introvert by nature, her social skills have not developed to the point of making friends easily, yet that same individual style she portrays helps her to concentrate on her school work--not having much of a social life allows her to focus on her studies. I also think that the learning community has aided to her self-esteem and determination to continue her learning beyond this semester as I have already signed her up for summer and fall classes.

FOLLOW-UP: This student has been enrolled since S 98, including summer sessions. She has excessive trouble with methematics, buth otherwise is progressing slowly but surely toward an associate degree.

STUDENT #9

Profile A: This student likely has a drug problem, although it may be a chemical imbalance (or both) which she brought to class on occasion. Some stern words and effective social ostracism from the students may have stopped the downward spiral, from that point her commitment and effort improved, albeit moderately. She was unsuccessful in making friendships although her energy, if properly channeled, could lead her to be very successful socially. Some days her commitment to learning was very high but her lack of success academically provoked unhealthy responses. It is hard for me to determine whether the intense interaction exposed her problems or whether the LC model saved her from absolute failure. I lean toward the latter. All is irrelevant unless she straightens out her priorities and kaes a full commitment to her education or other pursuits.

Profile B: This student is a 28 year old female who lives in West Van Lear, Kentucky. She is divorced, has one child and is interested in a major that falls under the allied health umbrella. She has many distractions, her nervousness being the most prevalent. She has difficulty following a train of thought for an extended period of time and her questions come seemingly out of nowhere. She has struggled academically, but she is willing to do whatever she must to make up these deficiencies. OLIC has been beneficial to her for a number of reasons, the most important being she has acquainted herself with the process of higher education and connected with students who are willing to help her help herself. At the same time, I believe she has learned a valuable lesson about studying and taking preparation for class seriously. She has a long way to go before she truly grasps the significance of commitment to her education. I am listed as her advisor.

Profile C: This student started out our learning community as a very nervous, shaky individual. As we all got to know her better, we came to the conclusion that she must be significantly disturbed and probably on one or more mind-altering substances. Thus, her degree of integration to our learning community and its group process was limited due to the uncontrollable effects the drugs she takes. Initially she was accepted by the group, but at the end of the semester, I feel the group has tried to distance themselves from her as much as possible. No one will have lunch with her voluntarily. When she is assigned to work with a partner for an exam, her fellow students roll their eyes and look disgusted because they know that she will be of limited help at best. Due to her drug use and possibly even a learning disability, she does not demonstrate acquisition of knowledge on most written or oral communication assignments in psychology. Her commitment to learning and engaging in our learning community's educational format is limited. She repeatedly makes excuses why she will be absent or why she has to leave early due to many things that could have been scheduled during non-learning community time. She demonstrates lack of respect for her peers and facilitators in class that has begun to be mirrored back to her. I think she realizes that her unacceptable behavior will not be tolerated by her peers. She could make some significant personal growth if she would get off the drugs and tune into the learning environment around her. However, I think her actual personal growth this semester was very minimal. She is obviously irresponsible and does not follow through with assignments or other responsibilities for class. Frankly, I am surprised that she has custody of her child as I don't think she can even take care of herself adequately. That much aside, I think she started our learning community in a fog and I believe that she will leave our learning community in much the same fog. Perhaps the biggest growth she has experienced is the social shunning resultant from her obnoxious classroom behavior. However, I do not believe this is a long-term influence as she will simply move on to less critical cronies.

FOLLOW-UP: This student was enrolled during S 98 and F 98 semesters; however, she withdrew from all her courses during F 98. In addition, she is not enrolled for S 99. I trust she is getting help with whatever problems she has that prevent her from achieving success in the classroom.

STUDENT #10

Profile A: Initially, this student was one of the more promising students with a solid commitment to the LC and an eager desire to pursue a career in law enforcement. She has excellent verbal skills but as we discovered is lacking in cognitive skills. She interacted very well with many of the group members and was a cooperative participant. As a divorced mother of two, she was going through some tough times, not unlike others in our group, and her confidence did not jibe with her undeveloped learning skills. Despite these challenges, she persevered and made a nice contribution to the LC. She now recognizes that college will not come easy for her and I see her completing the two year program in law enforcement and having a very productive career in that field. The LC model was very important for her.

Profile B: This student is a 23 year old female who lives in Inez, Kentucky. She is divorced, has two children and is interested in Law Enforcement. I believe she frequently views things in black and white despite the infinite number of shades of gray. She is determined enough to achieve her goal and I think her stick-to-it-iveness will prevail despite some distractions like working and taking care of home and children while attending PCC full time. OLIC has been a good experience for her despite her dislike of collaborative activities and exams.

Profile C: This student's degree of integration in our learning community was successful from the social point of view. However, her integration in comprehending the course material was clearly lacking. She is one of the more popular women in our class. She counted a number of classmates her friends. She appears to have many social "smarts", but lacks the intellectual light bulb we had hoped for her. Her commitment to her learning was moderate to low as she had missed a large number of classes and frequently arrived late to class. Her written homework assignments were often incomplete and illustrated her lack of comprehension of the material. She did not improve her frequency of asking questions when she did not clearly understand what was being discussed in class. I think part of her poor classroom performance was partially due to her reliance on her classmates to answer the group parts of the exams so she did not pay as much attention in class figuring that someone else would be able to carry her weight. Her problem is not so much a low IQ but merely that she does not apply herself to the fullest extent. Her personal growth in our learning community was fairly large. She confided in me about several personal issues that the material discussed in our class seemed to help her in relationships outside of class. She also learned not to follow in another classmate's footsteps in terms of unacceptable behaviors in class. She is a high-risk student for dropping out, but I think our learning community saved her, at least temporarily, from this undesirable fate. Regardless of which career she chooses, I do wish her the best.

FOLLOW-UP: This student has been enrolled since S 98. She continues her determined pursuit of a degree in Law Enforcement despite numerous external problems.

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STUDENT #11

Profile A: This student was a star in the LC. She is an excellent student, a great role model for the younger single mothers and has very good social skills. She carried the LC on her back for the first part of the semester. She may have benefited intellectually with a brighter group of students and, by extension, a more rigorous and thorough curriculum. However, in that her goal is to be a teacher, she got plenty of practice with our needy group. Her self-confidence was reinforced, her patience was nurtured and her commitments to learning and teaching were enhanced. She will be a successful student and an excellent teacher. She was very important to the success of the LC model.

Profile B: Lara Perkins is a 31 year old female who lives in Flat Gap, Kentucky. She is divorced (but recently engaged), has three children and is interested in Secondary Education (specialty unknown). She is a farmer and works long, hard hours in addition to her academic pursuits. Despite this and other distractions during the semester (e.g., surgery, sick children, lack of child care, emergencies on the farm), she has performed admirably and is one of the best students in the learning community. She has also been willing to "guide" others who are not as self-assured. Honesty and forthrightness are the qualities I admire most in her. She will be successful because of her abilities and despite her setbacks. I am listed as her advisor.

Profile C: This student was my favorite from the first day! The ice-breaking question of "Who would you most like to get to know?" resulted in my response of "this student." She remains my favorite student so my account of her may be somewhat tainted. Her degree of integration in our learning community was large and necessary. Her natural sociability kept several of our members retained in our group and her participation in class discussions served as a key role model for the rest of the class. Her comments sometimes led to other quieter members of our learning community stating their opinions or offering other questions. She was clearly inclusive to each member of our learning community and, in turn, she was widely accepted by all of the members of our learning community. Her commitment to her learning was also quite high. Although she missed several classes, her natural intelligence and experience made it easy for her to catch up on missed information. She commonly paid attention in class and asked some of the most intelligent questions and offered other applications and thought-provoking questions related to current classroom discussions. When she was absent, she was typically courteous enough to call and explain her situation in a timely manner. Her personal growth in this class was moderate. I think she was surprised to realize how much more she knew compared to her peers. Learning comes naturally to her and I don't think she will have any problem with her academic career. I think she also grew in her appreciation for the apparent "learning disabilities" of some of her classmates as she never belittled classmates despite their lack of comprehension. Instead, she did what she could to translate information into words and experiences that they might better understand. Clearly, she encouraged many of her classmates to grow in a variety of ways.

FOLLOW-UP: This student has been enrolled since S 98. She continues to perform well despite serious family illness. She will be attending one more semester here and then transferring to MSU for her degree in Education.

STUDENT #12

Profile A: This student is a very intelligent student whose lack of commitment at times took away from some of her likely success. She needs to mature but when she does she will be an excellent student. She bonded with two young men in the class and was fairly well-integrated into the LC. Her personal growth was good but we will not see the fruits of the LC experience until she matures. I think she would have been more successful in traditional classrooms but the LC model was good for her.

Profile B: This student is a 20 year old female who lives in Prestonsburg, Kentucky. She is single, has two children and is interested in Nursing. She has missed numerous days – too many, really – due to a myriad of problems and external distractions. I explained this to her during her conference and she has not missed class since that time (maybe I should have had a conference with her much earlier in the semester). She is bright but sometimes uses her intellect to manipulate others. In addition, no matter what subject is addressed, she seems to be able to find a "family" example or create a picture much worse than anyone else's. She has lived away from here for a period of time but ended up returning despite the lack of potential employment. Overall, I believe she has been a valuable part of OLIC.

Profile C: This student's degree of integration in our learning community waxed and then waned. Initially, she was quite popular with all of the other single moms, but by the end of the learning community, she had migrated away from the girls and into the corner. An interesting phenomenon occurred for her. As she became progressively outspoken in class, she became more withdrawn from her previous female peers and they from her, also. She did, however, become much more familiar with one young man. Her commitment for her learning was limited. She has some natural intelligence which she overestimates, constantly. She is a perfect instance of "a little knowledge can be dangerous!" She likes to learn what she is interested in when she is interested in it despite what is going on in class. Her contribution to classes was always egocentric in nature and she felt the need to remind the class repeatedly of her own dysfunctional family interactions whether or not they were relevant to current class discussions. Although fascinating one some clinical level, her additions to our class were often a waste of valuable class time and seldom enlightening experiences. She also made unfortunate choices for her doctor appointments and frequently whined about why she would be unable to participate in various OLIC activities. Her personal growth was stunted in our learning community. Initially, she appeared to exhibit growth when she listened to others' points of view, but by the end of the learning community, she grew more outspoken and at times talked over and above others' comments, believing her own experiences were somehow more important than others'. She became very closed to others' opinions and did not ask them any questions—she only provided her own opinions to solicited and unsolicited questions. Her lack of continued social growth also mirrored her reclusive stances.

FOLLOW-UP: This student has been enrolled since S 98 including summer sessions. She continues her pursuit of an associate degree but such efforts result in slow progress because of a large percentage of dropped courses.

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STUDENT #13

Profile A: This student is an extremely intelligent person with a bit too much confidence. He is fully committed to learning and was an important part of the LC. I really believe that hawn grew very much on a personal level. He matured and was more accepting of viewpoints different from his. He bonded with one young man, one older man and one older woman – love was definitely in the air, or at least lust. The lack of college preparedness of his fellow students annoyed him and held him back; he would have been more successful academically in a more traditional setting. However, the LC model was very important to him and the bonds he made will likely encourage him to return to PCC. He and one older woman were the most interesting people in the LC for me.

Profile B: This student is a 19 year old male who lives in Staffordsville, Kentucky. He is single, has no children and is interested in Communication, Journalism specifically. He is bright, opinionated, well read, interested in many different areas of study and willing, albeit sometimes rather begrudgingly, to listen to others' points of view. He has been one of the strengths of OLIC and has helped many students in the class by being a strong role model and firm in his beliefs. He is the kind of student faculty pray to have in their courses.

Profile C: This student is moderately integrated into our learning community. He began our learning community pretty much isolated. I remember he introduced himself as a Celt and proud of his unique heritage and focused on how different and independent he was from everyone else including much of society. By the end of our learning community, he now has bonded with several classmates to some extent. I think he remains distant to one older woman who I think challenges his assertiveness and self-esteem. He shows a lack of commitment to learning in my psychology class. I know he is a bright young man, yet he fails to demonstrate this on many of his written and oral comments. He does not turn in homework on a regular basis, but when we discuss the information in class, he often can recognize the right answers. He pays attention to material being presented until he gives in to his occasional urge to engage one young woman in a sideline conversation during class. I think that there is a gender issue going on in his psychology class—I think he feels that women are less important and perhaps don't know as much as men so therefore, he does not feel the need to listen as closely or apply himself as fully to my course material. I am also disappointed with his lack of OLIC activity participation. He seldom participates in our debriefing comments after an outing and does not appear to be as interested in the learning process while engaging in our OLIC activities. His lack of participation in the Jenny Wiley clean-up day was and unfortunate illustration where he could have positively influenced one young woman to quit whining and get to the clean-up activity, but, instead, she negatively influenced him not to attend/participate in the activity. He has experienced some personal growth although not as much as I had hoped for. He remains overly self-assured (which I think is a defense mechanism designed to hide his insecurities), but had developed some social skills with some learning community members. He is a bright young man and is capable of comprehending many issues, yet he is lazy and does not apply himself as much as he could.

FOLLOW-UP: This student enrolled here for one academic hear and then transferred to MSU to pursue a degree in English.

STUDENT #14

Profile A: This student turned out to be the strongest member of the group. Along with one older woman, he was a rock that many other students leaned on during tough times. He is mature, was probably the most well-liked in the group and, despite an occasional bout of laziness, performed very, very well in all three courses. With an appropriate level of self-motivation, he will be successful in whatever career he chooses. He may have been more challenged in a traditional classroom but his leadership skills were developed as a result of his LC experience. Like one older woman, he was important for the success of the LC model.

Profile B: This student is a 25 year old male who lives in Salyersville, Kentucky. He is single, has no children and has not yet chosen a major. He has military experience and does what he needs to do in order to perform well in classes. It appears that he has a lazy streak because he seems content to simply stay at home and come to school. He also apparently is a heavy drinker, particularly on weekends. Part of me is happy that he has such an opportunity, but another part of me wonders if it is good for him. He is bright, quick to learn, witty and "everyone's friend." There is not one person in the course who has not turned to him at some point for guidance and/or assistance. He has participated in the field trips and during class whenever appropriate. he has been one of this semester's highlights.

Profile C: This student is well integrated into our learning community. He is very mature and relates well to his classmates. It is obvious that he will get along well regardless where he finds himself. When placed with a lower functioning classmate for various assignments, he readily accepts the lion's share of the educational burden and offers help to his less informed classmates. He shows a degree of competence and empathy unlike any of his classmates. He is committed to learning. Although he sometimes slacks off in his written assignments, he does pay attention in class, offer opinions and asks relevant questions during class. As he mentioned to me the other day, he was very proud of obtaining an "A" grade on a sociology test, but feels that he is unable to obtain an "A" grade on any psychology test. I think that he can accomplish anything that he wants to accomplish. He has experienced some important growth during our learning community. He has learned that not everything will come as easy as he would like and that he will occasionally have to do some thinking to accomplish his goals. However, I think he likes a challenge certainly possesses the ability and skills to meet the challenges that come his way.

FOLLOW-UP: This student has been enrolled here since S 98. He continues to do well and continues his battle with chemical dependence.

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STUDENT #15

Profile A: This student was the second of our failures, along with one other young man. Problems outside the classroom prevented her from completing the class. She appears to be a bright student who needs to mature before being able to fully benefit from her college experience. The LC model may not be for her but it is hard to determine given her early departure. Her insights from her interracial relationship would have been an important contribution to our LC discussions. I believe she will be a good student in the future.

Profile B: This student is a 19 year old female who lives in Prestonsburg, Kentucky. She is single, has no children and is interested in Social Work. When she enrolled in the learning community, she was dating an African American man, so many of the fairness and discrimination issues brought up in class she could personally relate to. Her demeanor was quiet and unobtrusive almost to the point of being nonparticipatory, but frequent absences played a role in her lack of responsiveness. She ended up in court over some type of assault charges and never really came back to class. I felt withdrawal was her best course of action and the other faculty agreed, so she followed procedure and withdrew. I believe she would have benefited greatly from OLIC and I believe all the other participants would have benefited from her presence as well.

Profile C: This student's degree of integration in our learning community was non-existent. She dropped the class midway through after supplying each of the facilitators with a fair share of tall tales as to why she would not be able to make class that day. We were irritated to find that her tales did not match objective reality because she would commonly say that she was too ill to attend class, yet we would routinely see her traipsing around campus with other cronies. Eventually, she stopped the lies and simply quit coming to class. Her commitment to her learning as far as I can tell is zero. She appears more interested in socializing with fellow students rather than getting herself to class and applying her intelligence. The tests and assignments that she did hand in, however, were at least of a satisfactory nature and I think she could have been one of the few who could have actually passed my class with a C or better!! Too bad we will never know whether her true potential. Her personal growth was stunted by her premature departure from our learning community. From the learning community's perspective, she failed miserably, but from her own point of view, maybe she learned that the learning community form of education was not for her and that she preferred and might do better with a more traditional educational experience. If this is the case, then I think her personal growth might be tremendous and I wish her well.

FOLLOW-UP: This student has been enrolled since F 98. However, her success has been limited because of external factors. Hopefully, she will do better during S 99.

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